



## Choosing CFG Tools and Strategies

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*Developed in the field by educators.*

If people in your CFG had the following questions/issues related to their practice, what strategies or tools would you recommend they use to learn more? Where would you suggest each of them begin, and what sequence of work might they undertake in order to address these issues/questions?

### **Questions/Issues**

- It feels like a small group of disruptive students is taking over my class! What should I do?
- I just found out that one of my students has been diagnosed with Asperger's Syndrome. He always interrupts and asks never-ending questions. How can I support him while still attending to the rest of the class?
- I just gave a test and over half the class failed. They seemed to get it along the way, so I am not sure what happened. This is the second or third time this year this has happened, and I am concerned. What should I do?
- The focus on standards has filled my curriculum to overflowing, and I feel like I can't achieve depth in anything. How can I address the state and district standards and focus on something deeply at the same time?
- This unit fell flat with the kids. They grumbled the whole way through and handed in half finished work. The curriculum frameworks demand that we cover this topic. How can I make the unit more engaging?
- One of my students handed in something disturbing—both because it doesn't address the assignment, and because it reflects some troubling thoughts on the part of the student. How should I handle it?
- I suspect that one of my quiet students who always does mediocre work could do remarkable work, but I haven't figured out how to draw her out.
- My 9th graders read well when the material is fictional or in narrative form, but they seem to have a lot of trouble reading non-fiction or their textbooks. What are some good reading strategies for 9th graders?
- I can't figure out how to work effectively with a group of students who are culturally and racially different from me. What can I do?

### **Tools and Strategies**

1. Examine Student Work
2. Examine Teacher/Practitioner Work
3. Present Consultancy Dilemmas
4. Do Peer Observation and Debriefing
5. Engage in Text-Based Discussions
6. Other